

HOME-BASED FACTORS INFLUENCING STUDENTS' PERFORMANCE

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 pdfelement

edited by --
shantanu patil
to study factors affecting
performance of children

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1.4 Research objectives

The objectives of the study were:

- i. To establish the influence of parents' level of education on students KCSE performance in public day secondary schools in Lari District.
- ii. To examine the influence of socio-economic status of parents on students KCSE performance in public day secondary schools in Lari District.
- iii. To determine the influence of parents professional qualification on students KCSE performance in public day secondary schools in Lari District.
- iv. To establish the influence of home chores on students KCSE performance in public day secondary schools in Lari District.

1.5 Research questions

The research questions of the study were:

- i. To what extent does the parents' level of education influence students KCSE performance in public day secondary schools in Lari District?
- ii. How does socio-economic status of parents influence students KCSE performance in public day secondary schools in Lari District?
- iii. What is the influence of parents' professional qualification on students KCSE performance in public day secondary schools in Lari District?
- iv. How do home chores influence students KCSE performance in public day secondary schools in Lari District?

1.9 Basic assumptions of the study

The study was premised on the following assumptions:

- i). The respondents were willing to co-operate and commented honestly and truthfully on the extent to which home-based factors influence students' performance in the public day secondary schools.
- ii). All public day secondary schools had well-kept academic records and reflected the influence of home-based factors on students KCSE performance.

1.10 Definitions of significant terms

The following terms were used in this study to convey the following meaning:

Academic performance refers to assessment and evaluation of children's academic ratings based on their scores in various disciplines.

Household poverty refers to a family which lives on less than a dollar a day making it difficult to meet basic needs.

Home-based factors refers to all the objects, forces and conditions in the home which influence the students physically, intellectually and emotionally.

Home chores refers to the management of duties involved in the running of a household, such as cleaning, cooking, home maintenance, shopping by the students.

Professional qualification refers to the parents' course of study that enable him or her perform a certain work specialization satisfactorily.

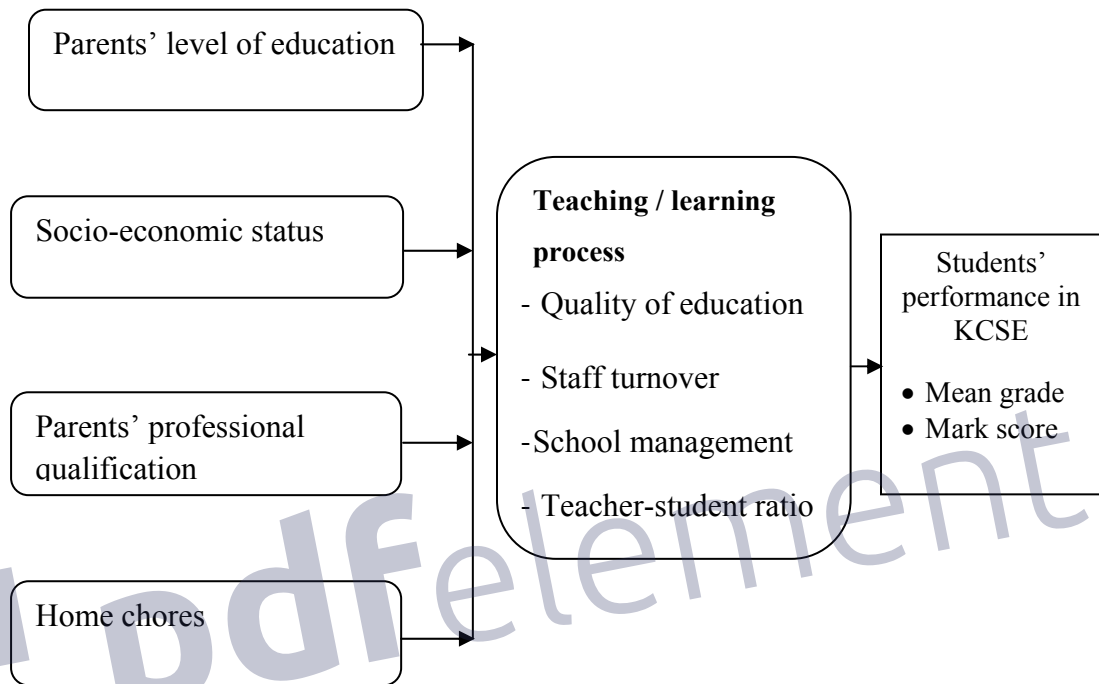
Socio-economic status refers to the income, parental education levels, and parental occupation based on mother's education, father's education, mother's occupation, father's occupation and combined income.

1.11 Organization of the study

The study comprises of five chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, basic assumptions, and definition of terms and organization of the study. Chapter two comprises of literature on the influence of home-based factors on student's KCSE performance, the influence of parents level of education, socio-economic status, parents professional qualification and home chores on student's KCSE performance, theoretical framework and conceptual framework. Chapter three deals with research methodology covering: research design, sample size and sampling procedures, research instruments and their validity and reliability, procedures of data collection and data analysis techniques. Chapter four comprises of data analysis, interpretation and discussions of findings. Chapter five presents the summary of the study, conclusions and recommendations.

2.7 Conceptual framework

Figure 2.1 Home-based factors affecting academic performance of students



The Figure 2.1 shows that KCSE performance is affected by four variables as the independent variables. These variables are parents' level of education, socio-economic status, parent's professional qualification and home chores. The parameters which were used to measure students high performance at KCSE includes; quality of education, staff turnover, students' management and teacher-student ratio.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology chapter is divided into the following sub sections; Research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments data, collection procedures and data analysis techniques.

3.2 Research design

This study used a descriptive research design. Creswell (2002) observes that a descriptive research design is used when data is collected to describe persons, organizations, settings, or phenomena. The study aimed at observing and describing the behaviour of the subjects under study without influencing them in any way and therefore descriptive survey research design was found to be the most appropriate for this study.

3.3 Target population

The target population is the population that the researcher uses to generalize the research of the study (Mugenda & Mugenda, 2003). According to the Lari District Education Office (2014) there were 36 public day secondary schools with a population of 461 teachers and 288 Parents Teachers Association members. This gave a target population of 749 respondents.

3.4 Sample size and sampling procedure

Mugenda and Mugenda (2003) suggest that for descriptive studies, it is adequate to consider 30 percent of the target population. It is on the basis of the above discussion that the researcher selected 30% of the 288 Parents Teachers Association members and 461 teachers and samples them. Target population was divided into two strata; teachers and Parents Teachers Association members.

A sample of 30% of each stratum was selected. This resulted to 86 Parents Teachers Association members and 138 teachers. The total sample size was 224 respondents. The study used purposive sampling to select the Parents Teachers Association members and the teachers from the 36 public day schools. This ensured that all the strata within the study area are included in the study.

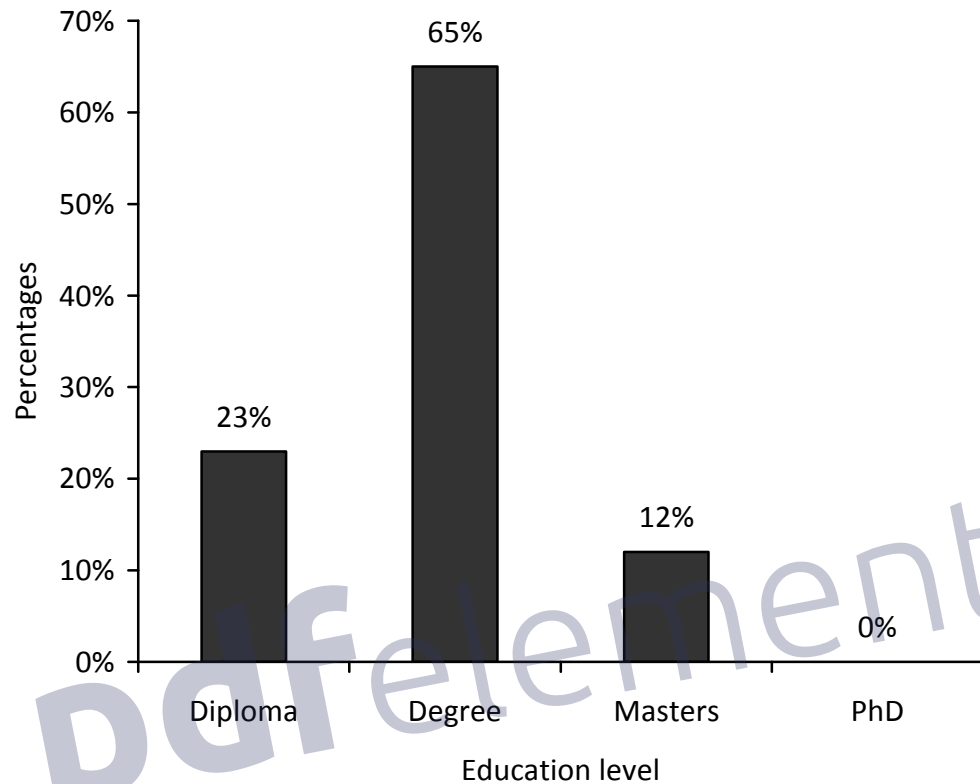
Table 3.1: Sample size

Category	Target population	Sample size
PTA members	288	86
Teachers	461	138
Total	1001	224

3.9 Data analysis techniques

According to Kothari (2004) the most commonly used method in reporting descriptive survey research is by developing frequency distribution tables, calculating on percentages and tabulating them appropriately. Thus, the researcher coded, tabulate responses into specific categories, record and compute them appropriately using the SPSS program.

Qualitative data was analyzed thematically. The analysis was used to analyze the information from the interview schedule. Quantitative data was analyzed by descriptive methods using the Statistical Package for Social Sciences (SPSS). Data was presented in frequency tables and charts.

Figure 4.1 Highest level of education of teachers

The Figure 4.1 shows that a majority 90 (65%) of the teachers had a degree as their highest level of education while 32 (23%) had a diploma. This findings show that the respondents had the required qualification to teach at secondary level and would understand the home-based factors influencing students' KCSE performance in public day secondary schools in Lari District, Kiambu County.

The researcher further found out the years worked as a teacher in the schools.

Table 4.3 Years worked as a teacher

Years worked	Frequency	Percentages
1 – 3 years	70	51%
4 – 5 years	20	14%
5 – 10 years	26	19%
Above 10 years	22	16%
Total	138	100

The findings indicated that majority 70 (51%) of the teachers had worked for between 1 – 3 years. This shows that the teachers respondents have enough experience to offer reliable data on the home-based factors influencing students' performance in KCSE. The findings concurred with Brown and Duguid (2003) who found that highly experienced personnel enhance production of high quality outcomes and effective quality improvement in a venture.

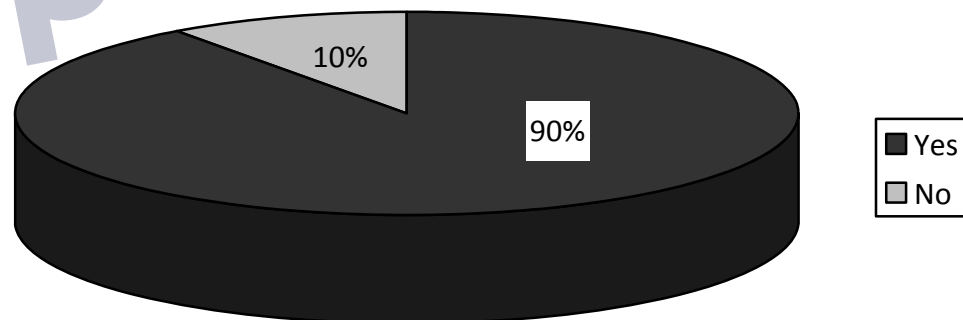
4.4 Influence of the level of education of parents on students KCSE academic performance

For the researcher to study the home-based factors influencing students' performance in KCSE in public day secondary schools in Lari District, Kiambu County, the researcher sought to know the influence of the level of education of parents on students' KCSE academic performance. In the light of this the researcher enquired whether this is the case, the extent of influence, level of

agreement on: educated parents' students have better performance, educated parents' seriousness in education and educated parents' school work assistance. The distribution of the respondents according to the above level of parental education characteristics was as shown in charts below.

The researcher investigated the Influence of parents' level of education on students' KCSE performance.

Figure 4.2 Influence of parents' level of education on students' KCSE performance

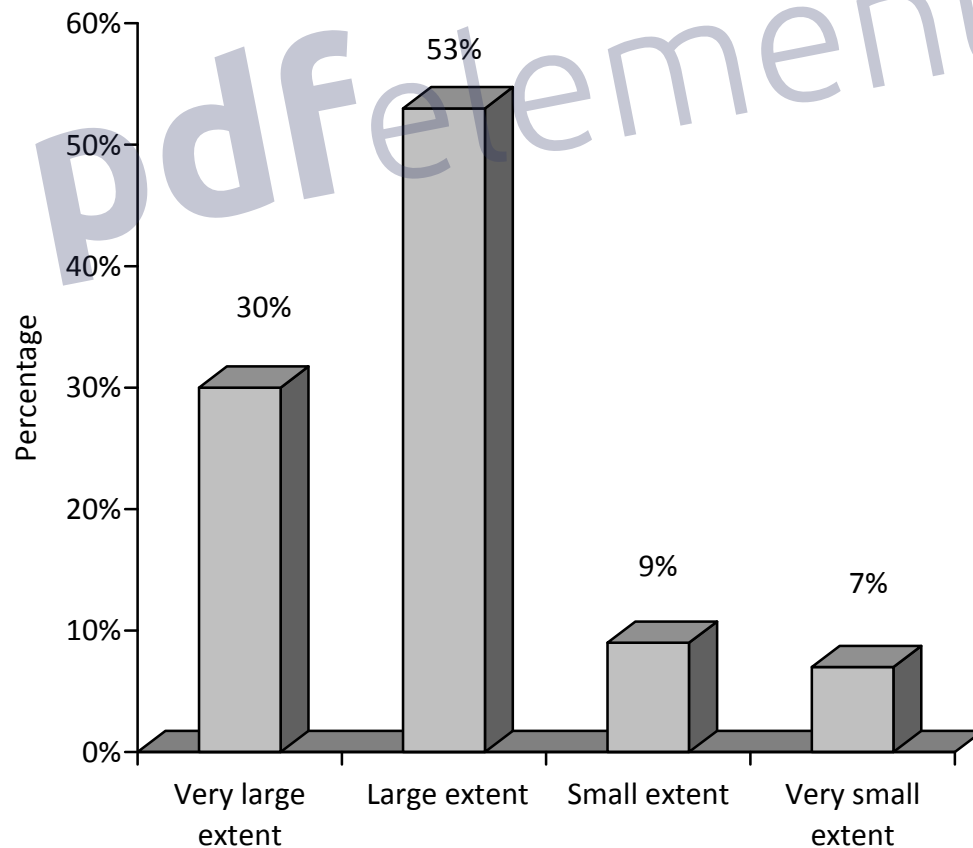


Majority of the teachers, 124 (90%), agreed that the parents' level of education influenced student's KCSE performance. This tends to lay a foundation for better performance of their children while at school. This finding is in line with

indication of Sentamu (2003) who said that the educational attainment of parents determines the kind of schools to which their children go to. Such schools are near somehow the same to the ones their parents attended.

The researcher then investigated the extent of parents' level of education influence on students' KCSE performance. The findings are shown in Figure 4.3.

Figure 4.3 Extent of parents' level of education influence on students' KCSE performance

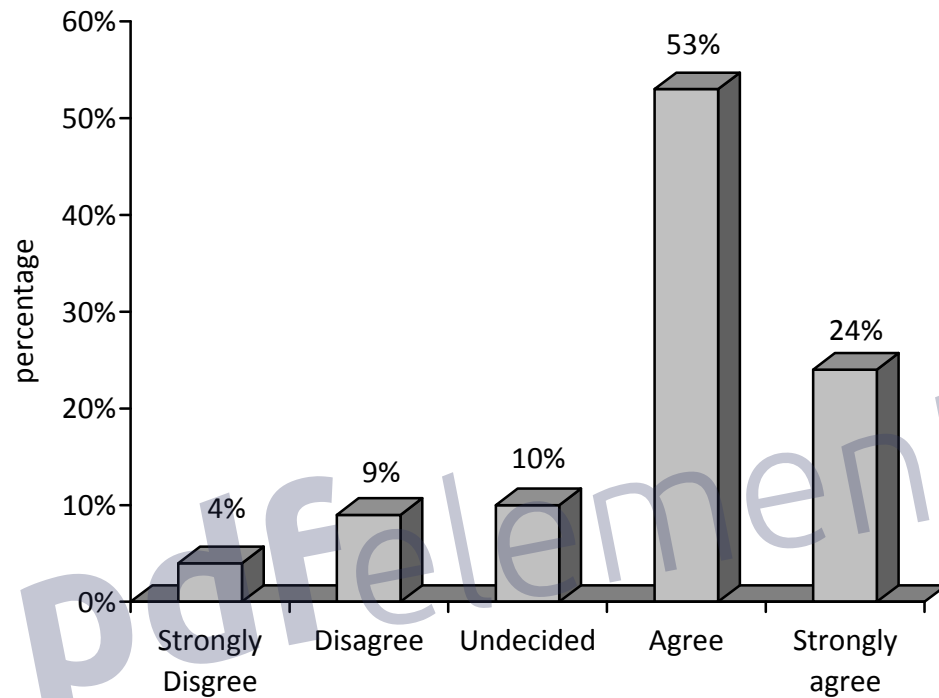


The researcher found out that majority of the respondents 73 (53%) agreed that parents' level of education influenced students' KCSE performance to 'a large extent'. These were followed by 41 (30%) who agreed to 'a very large extent'. These were followed by 12 (9%) who agreed to 'a small extent'. This finding was also heightened by the PTA members who indicated that parents level of education influences students' academic performance. It can therefore be concluded that parents' education influences greatly students' academic performance and therefore should be enhanced.

Parent's educational value has direct impact on their student's educational aspirations (Okantey, 2008). Students schooling is positively related to their parents' education because children tend to imitate their parents and also aspire to be highly educated as their parents.

The researcher then investigated the level of agreement that students with educated parents perform better in KCSE.

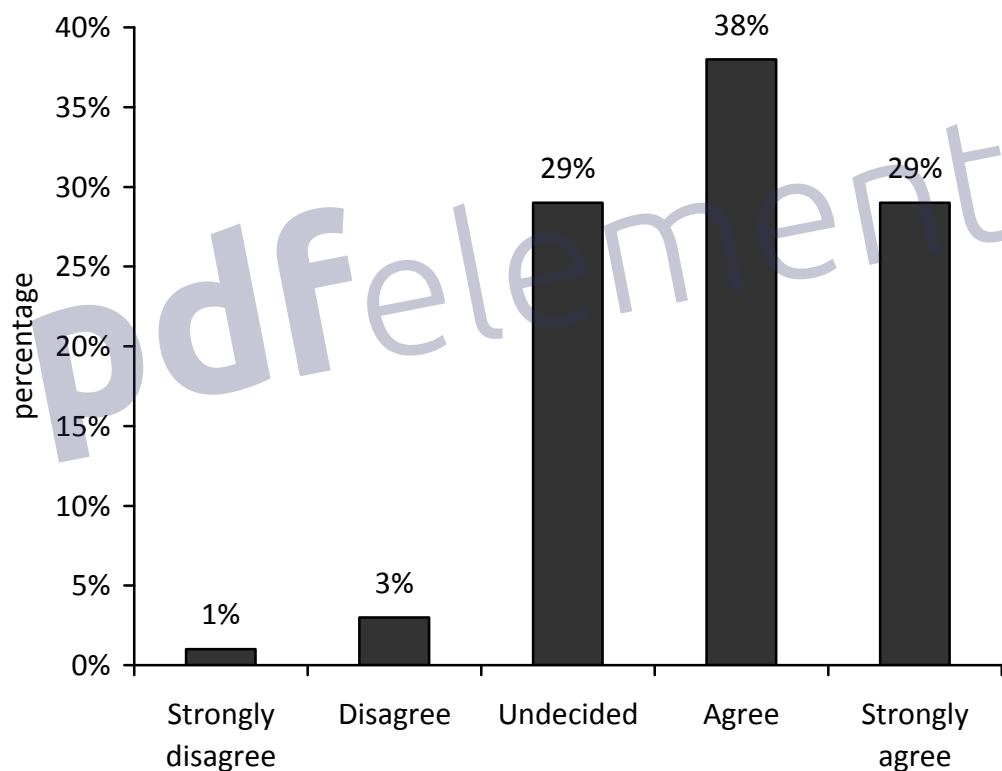
Figure 4.4 Level of agreement that students with educated parents perform better in KCSE



From the above Figure 4.4, majority 106 (77%) of the teachers agreed that students with educated parents perform better in KCSE. A few 15 (11%) disagreed that students with educated parents perform better in KCSE. Considine and Zappala (2002) in their study in Australia on the influence of education disadvantages in the academic performance of a school found that families where parents are educated fostered a higher level of achievement in their children because of providing psychological support for their children.

The researcher investigated the level of agreement that educated parents are more serious with their children academic work. The response is presented in Figure 4.5.

Figure 4.5 Level of agreement that educated parents are more serious with their children academic work

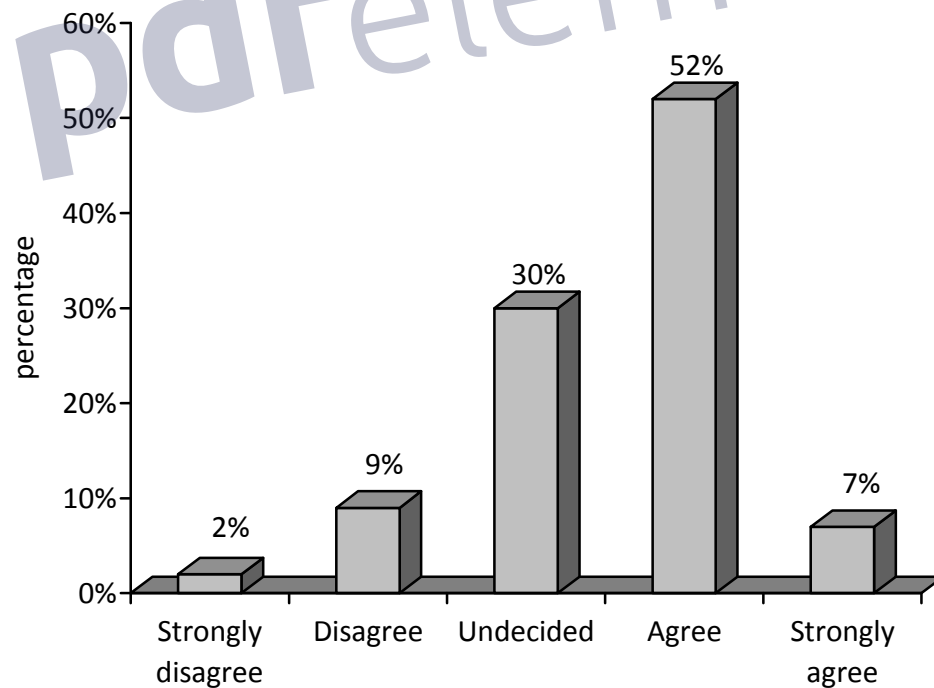


Majority 92 (67%) of the teachers agreed that educated parents are more serious with their children academic performance. Studies by (Okantey, 2008) has indicated that parents can be regarded as the child's first teacher, but when the child enters school, parents begin to ask themselves how they can be positively

involved in their children's education. Involvement with reading activities at home has significant positive influences not only on reading achievement but also in language comprehension and expressive language skills.

The researcher further studied teachers' level of agreement as regards to educated parents' assisting their students in doing school work. This was to investigate if their assistance influence students academic performance.

Figure 4.6 Level of agreement that educated parents assist their students in doing their school work



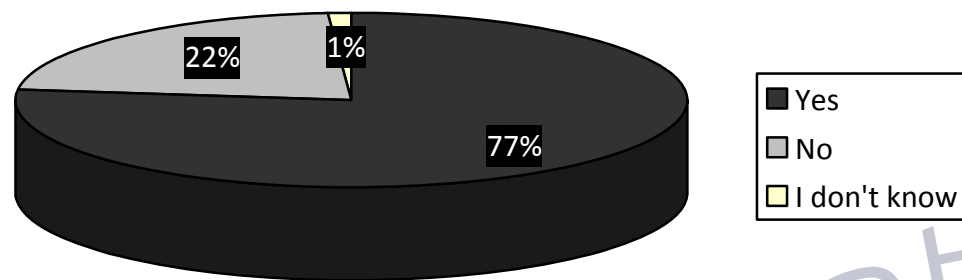
Majority of respondents 79 (57%) agreed that educated parents assist their students in doing their school work. A study conducted in Mombasa by Ogoye (2007) showed that illiterate parents were unable to assist their children with homework. The importance of parental involvement in their children's academic success is an unquestionable assumption. Independent of the parents' type of involvement in education or schooling, in general, hundreds of studies have demonstrated a predominance of positive correlations between this variable and students' academic achievement (Muola 2010).

4.5 Influence of parents socio-economic status on academic performance

The researcher sought to investigate the influence of the level of education of parents on students' KCSE academic performance. In the light of this the researcher investigated the level of agreement on: learning resource provision influence on academic performance, if high socio-economic status family students perform better in KCSE, socio-economic status influence on students school attendance and parents' learning resource provision for their students.

The researcher studied the parents' socio-economic status influence on students KCSE performance. The findings are as shown in Figure 4.7.

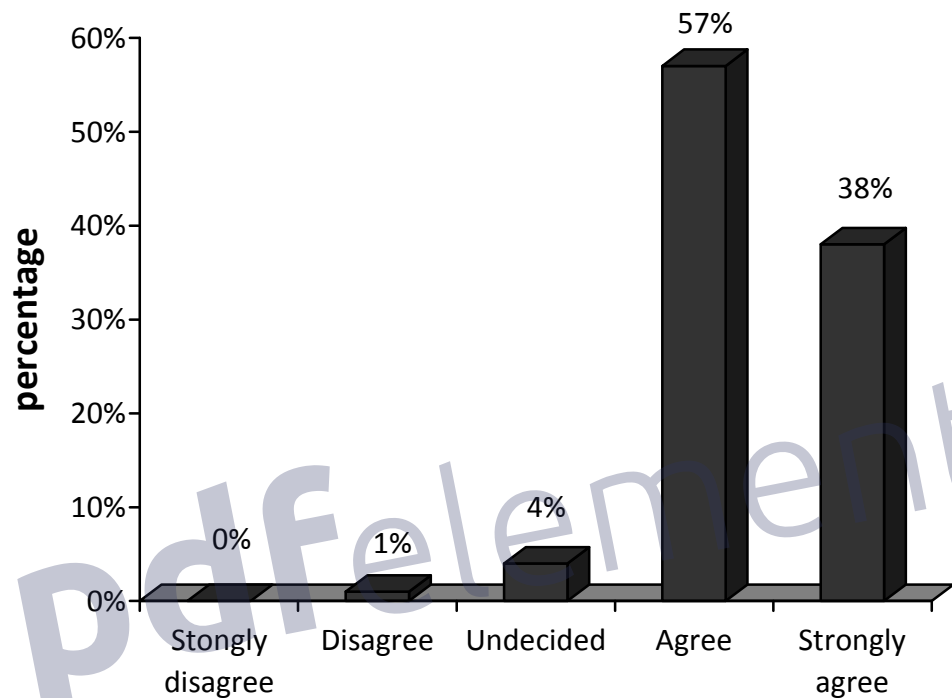
Figure 4.7 Parents' socio-economic status influence on students KCSE performance



Majority of the teachers 106 (77%) agreed parents' socio-economic status influenced the students KCSE performance. Ogoye (2007) notes that socio-economic status is a critical issue in many African communities where illiteracy and poverty levels are high, thus limiting parental involvement in homework. In some cases learning and reference materials have to be shared among pupils, and not all parents are able to buy for their children personal subject-specific text copies.

The researcher investigated the level of agreement on provision of learning resources influence on students' academic performance.

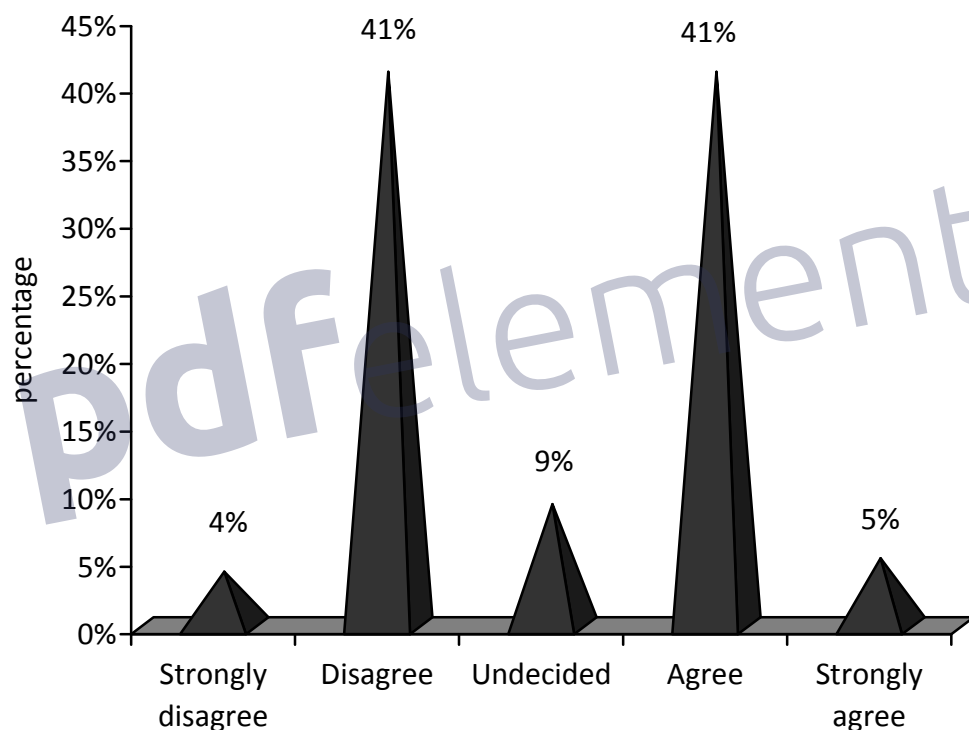
Figure 4.8 Level of agreement on provision of learning resources influence on KCSE performance



The researcher sought to know the level of agreement on provision of learning resources influence on students' academic performance. Majority 131 (95%) of the teachers agreed that provision of learning resources influences students' academic performance. The wealthier and better educated parents utilize their education, deploy resources and create school conditions which are conducive to a successful school performance. This provides initial advantages which are difficult to match those of the poor, uneducated slum dwellers and rural Kenya (Jeynes, 2005).

The researcher then studied the level of agreement that students from high socio-economic status families perform better in academics.

Figure 4.9 Level of agreement that students from high socio-economic status families have better KCSE performance

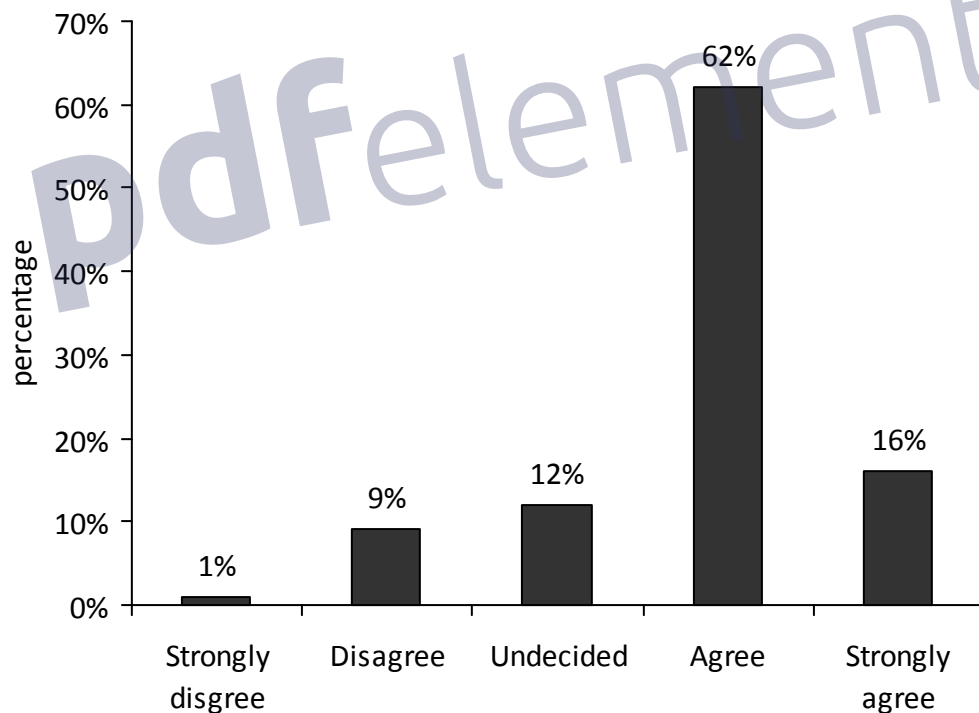


Sixty three 63 (46%) of the teachers agreed while a close 62 (45%) disagreed. The rest remained undecided. This implies that the teachers were not sure of parents' education influence on the students' academic performance. The same finding was reflected by the PTA members' response on the influence of parents' education that showed it had a positive influence. According to Eamon (2005) economic hardship are caused by low socio-economic status of the parents and

can lead to disruption in parenting, increase amount of family conflicts and increase the likelihood of depression in single parent households.

The researcher sought to know respondents' level of agreement that socio-economic status influenced school attendance. The results are shown in the Figure 4.10.

Figure 4.10 Level of agreement on socio-economic status of parents influencing school attendance

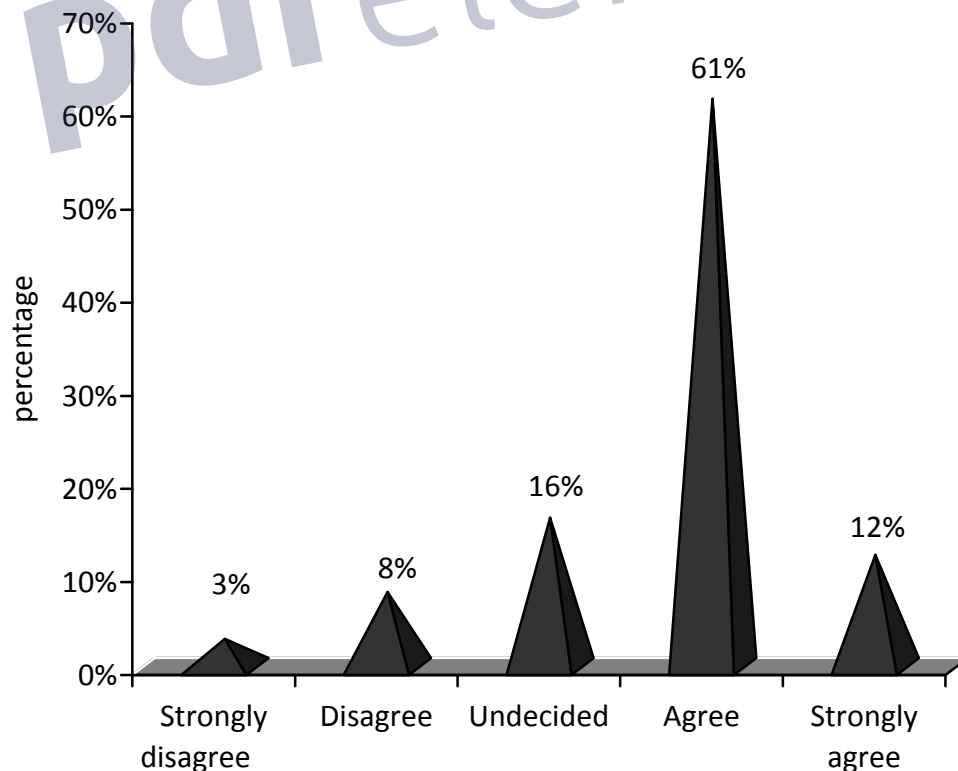


Majority 107 (78%) of the teachers agreed that socio-economic status influences school attendance. “Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different

ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes.” (Rothstein, 2004).

The researcher sought to investigate the level of agreement on parents’ provision of learning resources on their students KCSE performance. The results are shown in the Figure 4.11.

Figure 4.11 Level of agreement on parents’ provision of learning resources on their students KCSE performance



Majority 101 (73%) of the teachers agreed that parents’ provision of learning

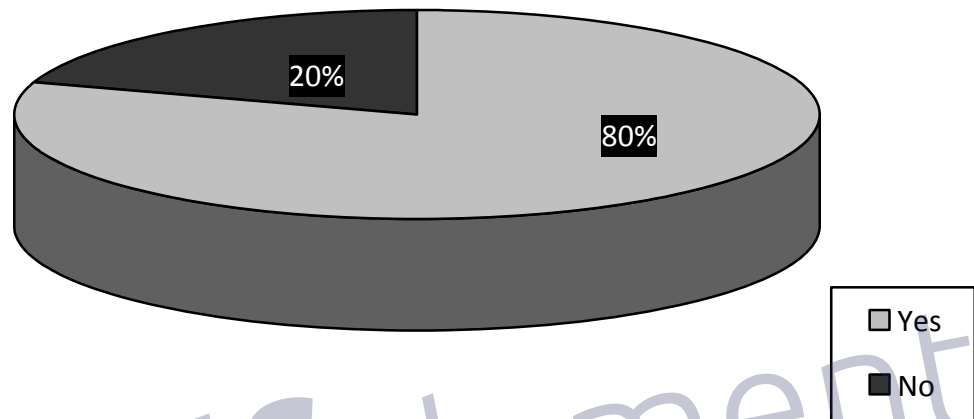
resources has an influence on academic performance. Smith (2001) asserted that significant predictor of intellectual performance at age of 8 years included parental socio economic status (SES). In the same vein, other researchers have posited that parental SES could affect school children as to bring about flexibility to adjustment to the different school schedules (Guerin et al., 2001).

4.6 Influence of parents professional qualifications on students KCSE performance

The researcher sought to investigate the influence of parents' professional qualification on students' KCSE academic performance. In the light of this the researcher enquired whether this is the case, how it influences students KCSE performance, whether professional parents understand better the importance of academics, if high socio-economic family students have better academic performance, if the professional parents participate more in their children academics and whether there was better academic participation by students with professional parents.

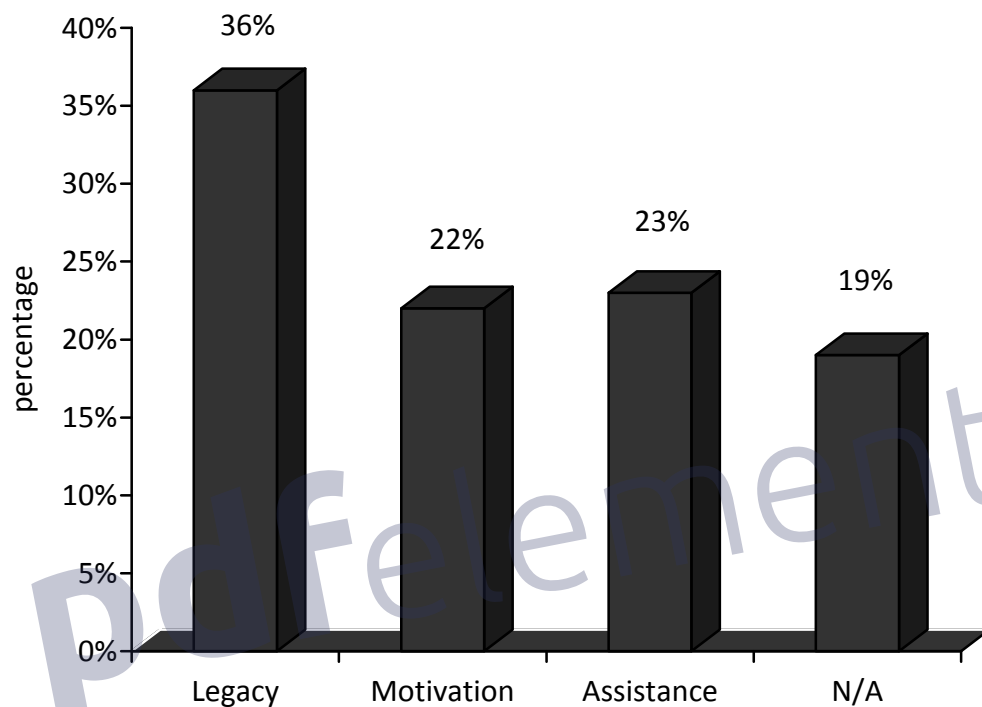
The distribution of the respondents according to the above parental professional qualification characteristics was as shown in Figure 4.12.

Figure 4.12 Parents' professional qualification influence students' academic performance



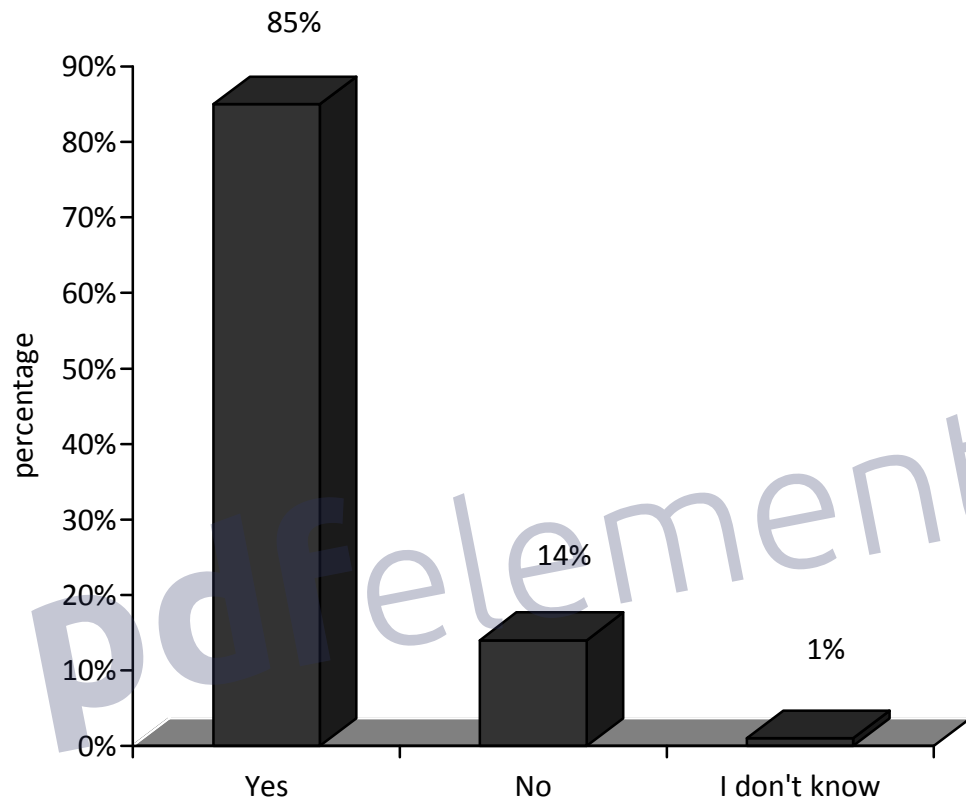
Majority 110 (80%) agreed that parents' professional qualification influence students' academic performance. The development of a high need for achievement can be traced to childhood training techniques in which successful parents are known to provide independent training which is likely to foster high achievement motivation Adewale (2002).

Figure 4.13 Ways parents' professional qualifications affect KCSE academic performance



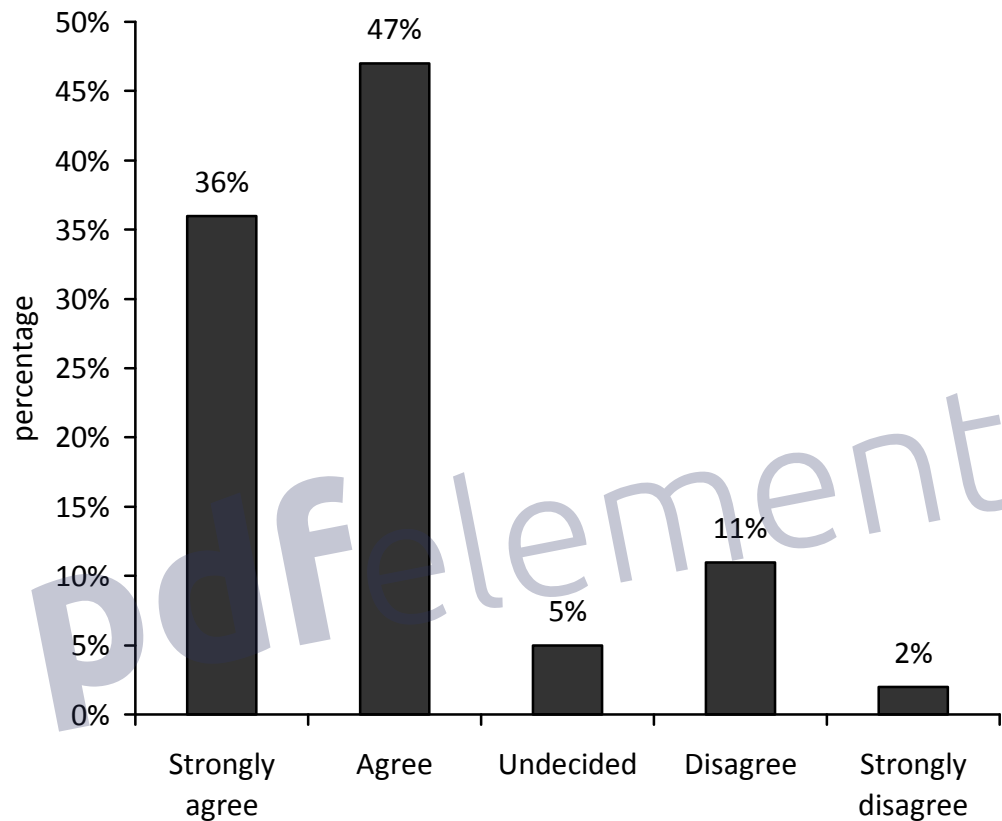
The student's wish to establish a legacy was found to be the major way that parent's professional qualification affected KCSE academic performance. A study by (Muola, 2010) has revealed that the achievement motivation of children whose fathers have attained high educational level and are in high income occupations tend to be high. Achievement motivation has been shown to be higher in the working than middle class.

Figure 4.14 Professional parents understand importance of academics in better way



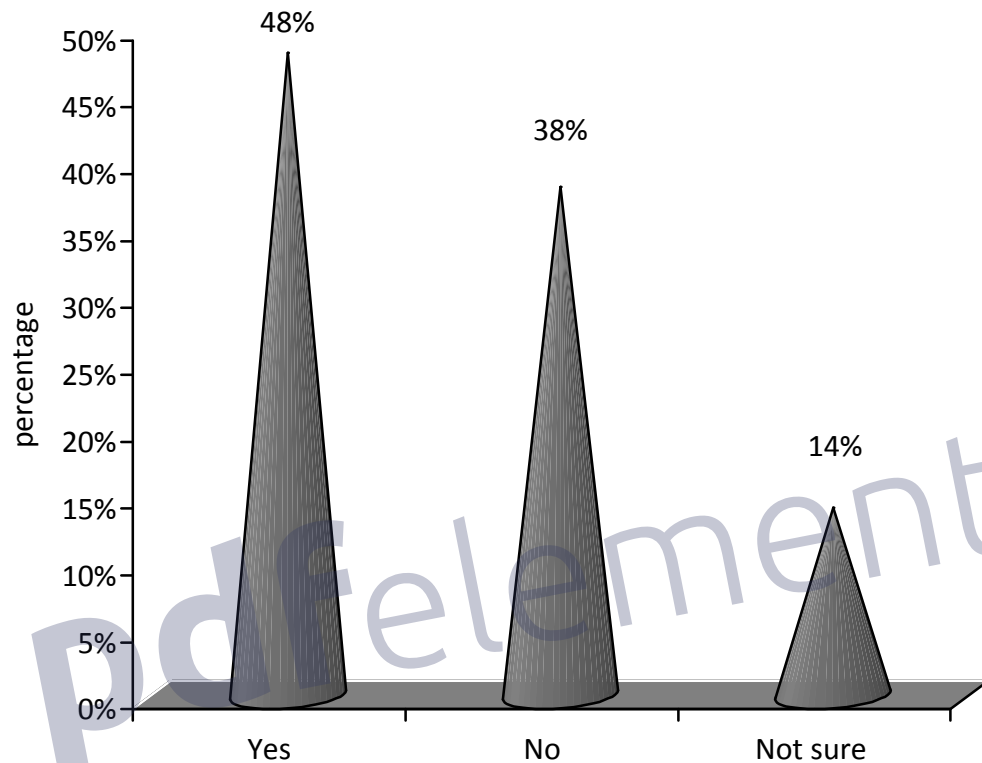
A majority 117 (85%) of teachers agreed professional parents understand the importance of academics better. The PTA members also indicated that professional parents understood better the importance of good academic performance. Akabayashi and Psacharopoulos (1999) argue that successful parents tend to provide early independent training which is necessary in the development of achievement motivation.

Figure 4.15 Professional and nonprofessional parent participation in academic performance



Majority 114 (83%) of the teachers agreed that professional parents participate better in academic performance. Rothstein (2004) in the course of his investigation found that parents of higher academic achievers practiced more professional, administrative and clerical occupations, while the parents of the under-achievers pursued relatively more occupations such as trades; production work and semi-skilled and unskilled occupations.

Figure 4.16 Professional parented students' academic participation



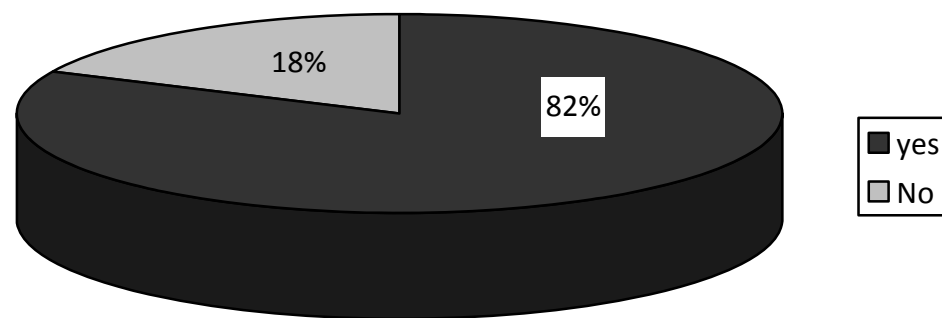
Sixty six 66 (48%) of teachers agreed with a margin of 52 (38%) as compared to those of that were contrary. A study by Muola, (2010) has revealed that the achievement motivation of children whose fathers have attained high educational level and are in high income occupations tend to be high. A study conducted in Mombasa by Ogoye (2007) showed that illiterate parents were unable to assist their children with homework. The importance of parental involvement in children's academic success is an unquestionable assumption.

4.7 Influence of home chores on academic performance of students

For the researcher to determine the home-based factors influencing students' performance in KCSE in public day secondary schools in Lari District, Kiambu County, the researcher sought to know the influence of home chores on students' KCSE academic performance. In the light of this the researcher enquired whether this is the case, level of agreement as regards: home chores and concentration, home chores' beneficence, time spent on home chores and parents' role in assigning home chores.

The distribution of the respondents according to the above home chore characteristics was as shown in charts and tables below.

Figure 4.17 Home chores influence on academic performance



Majority 113 (82%) of the respondents agreed that home chores affected academic performance. Student's time use on home chores has been found to have significantly reduced school attendance, and consequently reduces student's educational attainment (Beegle et al. 2005).

The researcher studied the home chores influencing concentration on school work and the findings are presented in Tables 4.4.

Table 4.4 Home chores influence on concentration on school work

Response	Frequency	%
Strongly disagree	7	5
Disagree	40	29
Undecided	12	9
Agree	67	48
Strongly agree	12	9
Total	138	100

Majority 79 (57%) of the teachers agreed that home chores make students not to concentrate on school work. This shows that the house chores affect education negatively. An exception is the study by Buchmann (2000), who found that in Kenya, child labour does not significantly impede school enrollment or attendance because children could combine both working and schooling,

simultaneously. However, she did not rule out the possibility that child labour could hinder children's school examination performance.

The researcher investigated the home chores and education beneficence. The findings are presented in Table 4.5.

Response	Frequency	%
Strongly disagree	15	11
Disagree	75	54
Undecided	19	14
Agree	25	18
Strongly agree	4	3
Table 4.5 Home chores and education beneficence		
Total	138	100

The researcher wanted to know if the teachers feel that students find home chores more beneficial than academics. A majority 90 (65%) disagreed. This hence means that the guardians should give enough time for school work. Studies have corroborated the finding that child labour has adverse effects on student's reading competence (as assessed by parents) and mathematical skills (Akabayashi and Psacharopoulos 1999).

The researcher investigated the time spent on home chores in comparison to academics. The findings are presented in Table 4.6.

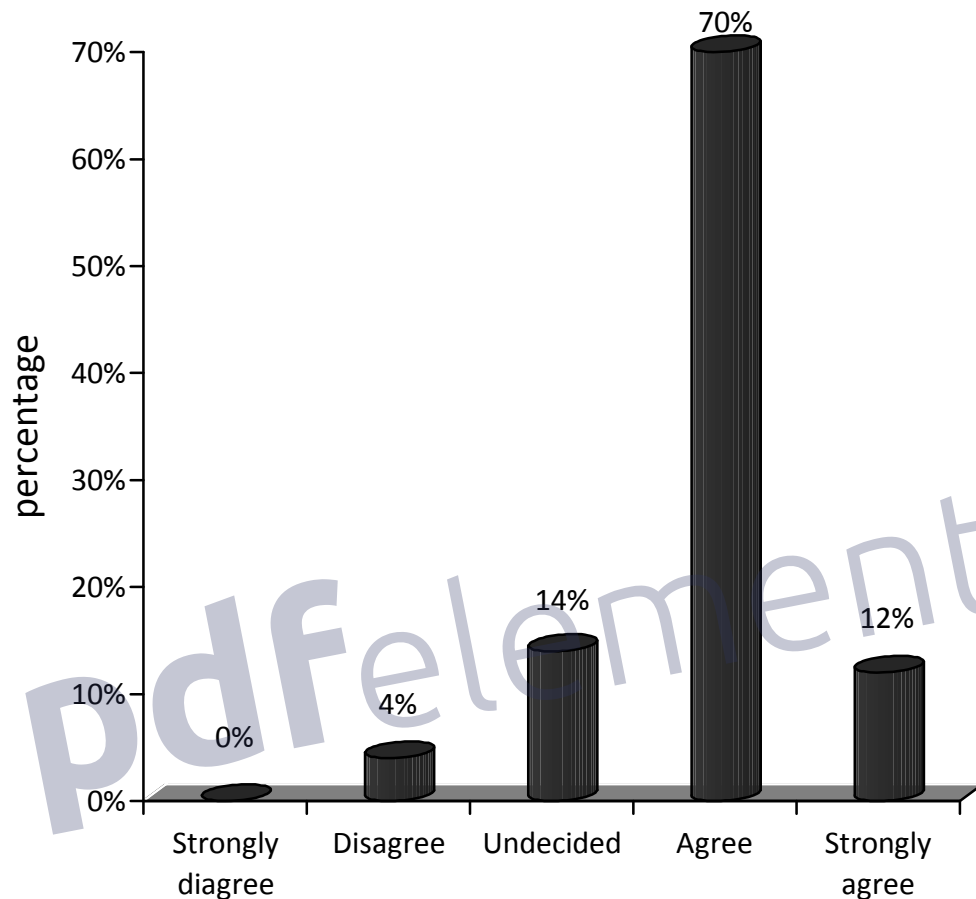
Table 4.6 Time spent on home chores in comparison to academics

Response	Frequency	%
Strongly disagree	3	2
Disagree	39	28
Undecided	21	15
Agree	67	49
Strongly agree	8	6
Total	138	100

Majority 75 (55%) of the teachers agreed that more time is spent on home chores than on school work. The PTA members highlighted that the students are overloaded with home chores and felt that there should be a balance between the time allocated for home chores and the time that is allocated for the students' studies. This hence means that guardians should take note to ensure a balance. Children's time use has been found to have significantly reduced school attendance, and consequently reduces children's educational attainment (Beegleet *al.*, 2005; Boozer and Suda, 2001).

The researcher sought to investigate the parents' contribution to students' doing home chores. The results are shown in the Figure 4.18.

Figure 4.18 Parents contribution to students' doing home chores



The researcher sought to know if the teachers perceive that parents contribute to students' participation in home chores. A majority 113 (82%) of teachers agreed. This implies that the parents in the district should be encouraged to participate more in their children academic work. This will help improve the academic performance of the students. Though, Kenya ratified ILO convention No 58 of 1936, No 59 of 1937, No 123 of 1965 and signed the memorandum of understanding with the ILO in 2000 to launch a country programme under the International Programme for elimination of child labour, the involvement of

children and especially school students in work is widespread in Kenya notwithstanding its negative consequences. Working prevents children from attending schools, reduces study time or leads to fatigue thereby reducing children's concentration and learning (Heady, 2003).

 pdfelement

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study and makes conclusions based on the results. The implications from the findings and areas for further research are also presented.

5.2 Summary of the study

The study aimed to find out the home-based factors influencing students' performance in KCSE in public day secondary schools in Lari District, Kiambu County. The four were singled out that deemed to greatly affect students' performance in KCSE in public day secondary schools. The specific objectives were to establish the influence of level of education, socio-economic status, professional qualifications of parents and home chores on students KCSE performance in public day secondary schools in Lari District.

The study targeted 36 public day secondary schools with a population of 461 teachers and 288 Parents Teachers Association members. This gave a target population of 749 respondents. The study sampled 86 Parents Teachers Association members and 138 teachers. The total sample size was 224 respondents. The study randomly selected the Parents Teachers Association members and the teachers from the 36 public day schools. Questionnaires and interview schedules were used for data collection.

The study found out that a majority of respondents 79 (57%) agreed that educated parents assist their students in doing their school work while a mere 15 (11%) disagreed. The researcher found out that majority of the respondents 73 (53%) agreed that parents' level of education influenced students' KCSE performance to 'a large extent'. Majority 106 (77%) of the teachers agreed that students with educated parents perform better in KCSE. Majority 92 (67%) of the teachers agreed that educated parents are more serious with their children. Majority of the teachers, 124 (90%), agreed that the parents' level of education influenced student's KCSE performance.

Majority of the teachers (77%) agreed parents' socio-economic status influenced the students KCSE performance. Majority 131 (95%) of the teachers agreed that provision of learning resources influences the students' academic performance. Majority 63 (46%) of the teachers agreed while a close 62 (45%) disagreed. The rest remained undecided. It was deduced that a majority 107 (78%) of the teachers agreed that socio-economic status influences school attendance. A majority 101 (73%) of the teachers agreed that parents' provision of learning resources has an influence on academic performance.

Majority 114 (83%) of the teachers agreed that professional parents participate better in academic performance. A majority 117 (85%) of teachers agreed professional parents understand the importance of academics better. The student's wish to establish a legacy was found to be the major reason that parent's

professional qualification affected students' KCSE academic performance. A majority 110 (80%) agreed that parents' professional qualification influence students' academic performance.

It was found out that a majority 113 (82%) of teachers perceive that parents contribute to students' participation in home chores. Majority 75 (55%) of the teachers agreed that more time is spent on home chores than on school work. This hence means that guardians should take note to ensure a balance. A majority 90 (65%) disagreed that students find home chores more beneficial than academics. Majority 79 (57%) of the teachers agreed that home chores make students not to concentrate on school work. This shows that the house chores affect education negatively. Majority 113 (82%) of the respondents agreed that home chores affected academic performance.

5.3 Conclusion

In conclusion, educated parents assist their students in doing their school work.
Parents' level of education influenced students' performance and students
with educated parents perform better . Educated parents were found to be
more serious with their children performance. Parents' level of education
influenced student's performance.

Parents' socio-economic status influenced the students performance and
provision of learning resources also influence students' academic performance. It
was deduced that socio-economic status influences school attendance. Parents'

provision of learning resources was found to have influence on academic performance.

Professional parents participate better in academic performance and understand the importance of academics better. The student's wish to establish a legacy was found to be the major way that parent's professional qualification affected academic performance. Parents' professional qualification was found to influence students' academic performance.

Teachers perceive that parents contribute to students' participation in home chores. More time is spent on home chores than on school work. This hence means that guardians should take note to ensure a balance. Students find home chores more beneficial than academics. Home chores make students not to concentrate on school work. This shows that the house chores affect education negatively.

5.4 Recommendation

Based on the conclusion, the following recommendations are made;

1. The study found out that the education of parents influenced the student's academic performance. Therefore the head teachers should hold meetings with parents that will address the influence of parents' education on their students' academic performance and how to solve the problems.

2. Study findings showed that the socio-economic status like provision of learning resources is a problem that influences the students' academic performance. The government through the Ministry of Education and Constituency development Fund should enhance issuance of bursaries and other necessary financial needs.
3. Parent's professional qualifications were found to influence the student's academic performance. Therefore the government through the Ministry of Education should sensitize parents on the importance of parents' professionalism on students' performance.
4. Students' participation in home chores was another factor that influenced students' performance. The parents should therefore create a conducive environment at home to enable the students study privately. The parents should balance between the home chores and students' academic work and should allocate adequate time equally for both.

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